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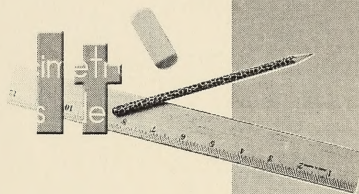


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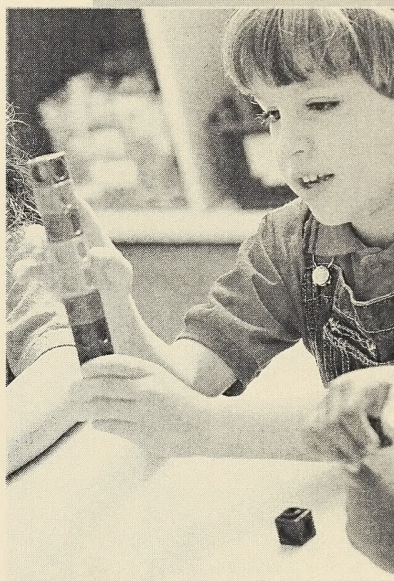
Mathematics

Module 6

Measure It



Home Instructor's Guide: Days 10–18
and
Assignment Booklet 6B




Alberta
LEARNING



Grade Two Mathematics
 Module 6: Measure It
 Home Instructor's Guide: Days 10–18 and Assignment Booklet 6B
 Learning Technologies Branch
 ISBN 0-7741-2013-4

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lth>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Daily Summary

Day 10

Have a balance scale ready for today's lesson.

Day 10: Lesson 1

The student will be comparing the weight of objects. Have ready a heavy book and a pair of scissors.

Day 10: Lesson 2

Gather five different-sized objects and put them on the student's desk. These can include a pencil, a stapler, a box of crayons, a table-tennis ball (or other light object), a hairbrush, a desk calendar, a bottle of glue, and so on. Have the student explore the weight of each object by holding it and discuss his or her discoveries.

Day 10: Lesson 4

Show the student how to use the balance scale. Use base ten rods, interlocking cubes, or blocks as a counter weight. Place the object on one pan. Add a rod to the other pan. Keep adding one rod at a time until the two pans are even, or balanced. Explain that this is why it is called a balance scale.

Have the student weigh each object this way. The student then counts the rods used for each object. The lightest item will have used the least number of rods; the heaviest object will have used the largest number of rods. The student records the number of rods used for each object, then orders and graphs the results.

Day 11

Day 11: Lesson 1

Prepare two equal-sized containers, like cottage-cheese containers. One should be half full, the other full. Fill them with sand or seed. Place the lid on both containers. Ensure the difference in weight is noticeable when held. The student should not touch either container until after the questions are answered.

Day 11: Lesson 2

Find items such as a table-tennis ball, a ball of wool, a sock, a scarf, or an empty container. These items should be larger and lighter than other small, heavy items which could include a stapler, a box of staples, a paperweight, or chalk.

There are extension activities for Day 10 and Day 11.

Have the student do the assignment for Day 11 after completing the day's lessons.

Day 12**Day 12: Lesson 1**

Have a thermometer ready prior to this lesson and place it in the student's Math Box.

Brainstorm with the student as to what can be measured with a thermometer.

Day 12: Lesson 2

Show the student the parts of the thermometer and discuss what it is used for.

Day 12: Lesson 3

Have the student tell you whether the thermometers show hot or cold temperatures.

Day 12: Lesson 4

You will need a watch to time how long it takes the temperature to rise and fall.

Prepare containers of hot tap water, cold tap water, and ice water. Have the student observe the rise and fall of the temperature each time the thermometer is placed in a different container. Discuss with the student why the temperature rises and falls.

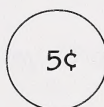
Have the student do the assignment for Day 12 after completing the day's lessons.

Day 13

Day 13: Lesson 2

Have coins (pennies, nickels, dimes, and quarters) ready for this lesson. If you do not have real coins, use either play money or the coin manipulatives from the Appendix. This lesson reviews the value of nickels and dimes.

When drawing the coins, have the student draw a circle and put the amount in the circle.



Day 13: Lesson 3

Brainstorm ways of showing the value of 25¢ with different coins.

There are extension activities for Day 13 and Day 14. Have the containers of pennies and dimes ready. Also cut out the money cards from the appendix and put them in a bowl or container.

Day 14

Day 14: Lesson 2

Prepare sets of coins up to 25 cents. Show a set to the student one at a time. Make six sets in total. Give the student a few moments to make the estimate, making sure the student does not count the money while doing so.

There are extension activities for Day 13 and Day 14.

Have the student do the assignment for Day 14 after completing the day's lessons.

Day 15

Day 15: Lesson 2

The student will be skip counting by 25 with the calculator and the One Hundred Chart.

Day 15: Lesson 4

Prepare sets of coins up to 50 cents. Show a set to the student one at a time. Make four sets in total. Give the student a few moments to make the estimate, making sure the student does not count the money while doing so.

There are extension activities for Day 15.

Have the student do the assignment for Day 15 after completing the day's lessons.

Day 16**Day 16: Lesson 3**

Prepare sets of coins up to one dollar. Show a set to the student one at a time. Make four sets in total. Give the student a few moments to make the estimate, making sure the student does not count the money while doing so.

Have the student do the assignment for Day 16 after completing the day's lessons.

Day 17

The focus today is on recognizing and stating the value, in cents, of a two-dollar coin, a five-dollar bill, and a ten-dollar bill. Ensure the student recognizes the value of each in cents as well.

Day 17: Lesson 3

- | | | | |
|-------------|---------|----------|----------|
| 1. a. 200¢ | b. 500¢ | c. 25¢ | d. 5¢ |
| e. 10¢ | f. 1¢ | g. 100¢ | h. 1000¢ |
| i. 500¢ | j. 200¢ | k. 1000¢ | l. 100¢ |
| 2. a. 1000¢ | d. 5¢ | g. 1¢ | |
| b. 200¢ | e. 100¢ | h. 10¢ | |
| c. 25¢ | f. 500¢ | | |

Day 17: Lesson 4

1. 50¢, not enough, nickel or 5 pennies
2. 90¢, too much
3. 200¢, too much
4. 90¢, not enough, 1 nickel or 5 pennies
5. 65¢, not enough, 2 pennies
6. 83¢, not enough, 1 nickel or 5 pennies
7. 75¢, too much
8. 101¢, too much

Have the student do the assignment for Day 17 after completing the day's lessons.

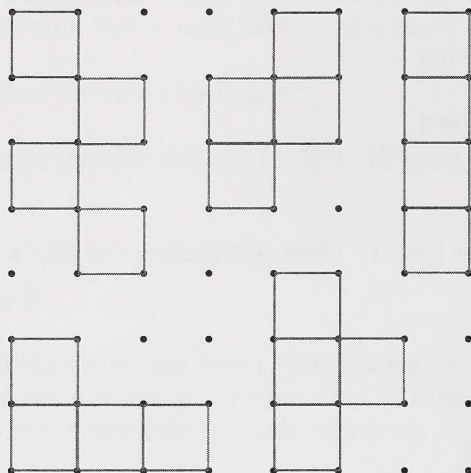
Day 18

This is a review of the module.

1. a. 6 cm, 9 cm, 7 cm, 5 cm; 2, 4, 3, 1
b. 13 cm, 10 cm, 8 cm, 11 cm; 4, 2, 1, 3
c. 3 cm, 5 cm, 6 cm, 2 cm; 2, 3, 4, 1
2. a. less than
b. more than
c. more than
d. less than
e. less than
f. more than
3. a. less than
b. more than
c. less than
d. more than
e. more than
f. less than
4. a. cm
b. cm
c. m
d. m
e. dm
f. cm or dm
g. m
h. dm or m

5. a. about 16

b. These are examples of some shapes you may have drawn.



6. a. fall

b. rise

c. fall

d. fall

7. a. 1¢

d. 500¢

g. 200¢

b. 10¢

e. 5¢

h. 1000¢

c. 100¢

f. 25¢

8. a. 100

b. 20

c. 10

d. 4

There are extension activities for Day 16, Day 17, and Day 18.

When the student finishes the activities on Day 18, direct him or her to the Student Survey and Student Checklist in the Assignment Booklet. The student may work on these alone, or with your help. Go over the responses and discuss them with the student. Give additional instruction as needed to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and Home Instructor's Feedback for Days 10 through 18.

The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 6B for marking.

ASSIGNMENT BOOKLET 6B

Grade Two Mathematics

Module 6: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

Grading Scale

- A** – Very Satisfactory
- B** – Satisfactory
- C** – Needs Attention
- D** – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Module 6

Measure It

Assignment Booklet 6B



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Grade Two Mathematics
Module 6: Measure It
Assignment Booklet 6B
Learning Technologies Branch

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Teachers	✓
Administrators	
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Other	



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Give four examples of small objects that are heavier than larger objects.

1. _____ is heavier than

_____.

2. _____ is heavier than

_____.

3. _____ is heavier than

_____.

4. _____ is heavier than

_____.

.....



Will the temperature rise or fall? Fill in the blanks with rise or fall.

1. If you put a thermometer into a pot of hot coffee, the temperature will _____.
2. If you put a thermometer into a snowbank, the temperature will _____.
3. If you put a thermometer from hot water into cold water, the temperature will _____.
4. If you put a thermometer from ice cream into your mouth, the temperature will _____.
5. If you put a thermometer beside the fireplace into ice water, the temperature will _____.
6. If you put a thermometer from the refrigerator into a hot oven, the temperature will _____.



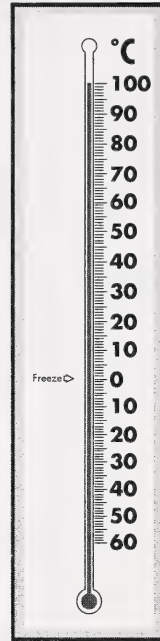
A.



B.



C.



Look at the thermometers. Which thermometers describe the following temperatures? Fill in the blanks with A, B, or C.

7. Which thermometer shows where water boils? _____

8. Which thermometer shows a very warm day? _____

9. Which thermometer shows a very cold day? _____



How much is each coin worth? Fill in the blank.

1. one penny = _____

3. one nickel = _____

2. one dime = _____

4. one quarter = _____

Draw a set of coins to make these amounts.

5. 16¢

6. 22¢

7. 25¢

8. 19¢

9. 20¢

1. two quarters = _____ ¢

Draw a set of coins to make these amounts.

2. 32¢

3. 41¢

4. 27¢



5.

13¢

6.

38¢



1. one dollar = _____ pennies 3. one dollar = _____ dimes
2. one dollar = _____ nickels 4. one dollar = _____ quarters

Draw a set of coins to make each of these amounts.

5. 84¢

6. 91¢

7. 77¢



8. 63¢

9. 58¢



Print the value of each coin and bill.

1.



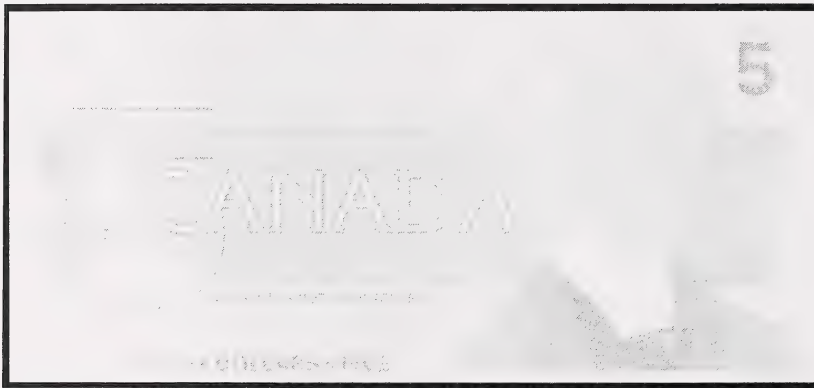
_____ dollar
_____ cents

2.



_____ dollars
_____ cents

3.



_____ dollars
_____ cents

4.



_____ dollars
_____ cents

Student Survey

Days 10 to 18

Think about what you have learned in Days 10 to 18. Then answer these questions.

What did you find easy about Days 10 to 18?

List **three** things you learned in Days 10 to 18.



Is there something you would like to know more about?

Is there something you still need help with?

Student Checklist**Days 10 to 18**

I know how to . . .	Put a check mark beside the things you can do.
1. estimate, measure, and compare the weight of objects	
2. use a thermometer to tell if the temperature is rising or falling	
3. count the worth of coins up to one dollar	
4. count the value of five-dollar and ten-dollar bills in cents	

Home Instructor's Evaluation Checklist**Days 10 to 18**

Specific Outcomes/ Concepts Learned The student . . .	Has the student mastered the concept (yes or no)?
1. estimates, measures, records, compares, and orders the mass (weight) of objects, using nonstandard units	
2. recognizes that the size and shape of an object does not necessarily determine its mass (weight)	
3. uses a thermometer to determine rising and falling temperatures	
4. creates equivalent sets of coins, using pennies, nickels, and dimes, up to \$1 in value	
5. estimates, counts and records, using the cents symbol only, the value of collections of coins up to one dollar	
6. recognizes and states the value, in cents, of a quarter, a dollar, two dollars, and five-dollar and ten- dollar bills	

Home Instructor's Feedback

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

